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AUTHOR Schumer-Strucksberg, M.
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ABSTRACT

This report presents a summary of visits to pilot projects which focused on the link between preschool and primary education in eight European countries of the Council for Cultural Cooperation. A brief overview of the problem of the relationships between preschool and primary education identifies priorities in the development of preschool education: the compensatory role of preschool education, preschool education in sparsely-populated areas, the integration of migrant children into preschool education, and cooperation between parents, preschool establishments and the community. Criteria for judging the continuity between preschool and primary education are listed; these criteria were used as a guideline for observation of the projects visited. Summaries of visits include information on the place of the project in the development of the national education system, and a description of the school in operation, and the strategies which are considered successful. The projects visited were: L'Ecole Ouverte ZAC St. Simeon, France; Villagio Scholastico, Italy; Continuity Pilot Projects, Switzerland; Modellprojekt Eingangsstufe, F.R.G.; Innovatory Co-operation Experiment for a Basic School, Netherlands; Introductory Phase Experiment, Denmark; Delves Infant School and Thomas Coram Children's Centre, U.K.; The Pre-school Centre and the Holy Ghost Junior High School, Ireland. (CM)

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COMMITTEE FOR GENERAL AND TECHNICAL EDUCATION

The link between pre-school and primary education: Report on visits to pilot projects in 8 member States of the Council for Cultural Co-operation

by

Mrs M. Schümer-Strucksberg

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THE LINK BETWEEN PRE-SCHOOL AND PRIMARY EDUCATION

Report on visits to pilot projects in 8 member States of the Council for Cultural Co-operation

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1. Nature of the mission

Since the beginning of the seventies, the Council of Europe has undertaken a series of activities in connection with pre-school education. These activities culminated in the Symposium, held at Versailles in November 1975, on "the link between pre-school and primary education", which provided a stock-taking survey of the relationship between pre-school and primary education in the (then) 21 member states of the CCC. The delegates drew up a catalogue of recommendations dealing with the most crucial aspects of the problem (cf. documents CCC/EGT (75) 29 and DECS/EGT (75) 91).

A follow-up symposium, scheduled for Bournemouth in March 1977, has been arranged with a view to intensifying the exchange of information on new developments with regard to the link between pre-school and primary education in CCC member States. As part of the preparatory work for the Bournemouth Symposium, the Council of Europe asked a group of experts to inspect projects in member States which were regarded as being particularly relevant to the whole "link" issue. The group consisted of:

- Mrs Suzanne Parlant, Inspectrice départementale, Ministry of Education, France
- Mr. M. Rico Vercher, Inspector, Ministry of Education, Spain
- Ms Siv Thorsell, Socialstyrelsen, Sweden
- Miss Ilse Perlmutter, HMI, Department of Education and Science, United Kingdom

and myself.

The following projects were visited between October and November 1976:

- L'Ecole Ouverte ZAC St. Siméon, Auxerre, France;
- Villagio Scolastico, Corea di Livorno, Italy;
- Continuity Pilot Projects, Geneva, Switzerland;
- Modellprojekt Eingangsstufe, Ricarda-Huch-Schule, Düsseldorf, F.R.G.;
- Innovatory Co-operation Experiment for a Basic School; Beiroetdreef, Utrecht, Netherlands;
- Introductory Phase Experiment, Braendgardsskolan, Herning, Denmark;
- Delves Infant School, Walsall and Thomas Coram Children's Centre, London, U.K.;
- The Pre-school Centre and the Holy Ghost Junior School, Rutland Street, Dublin, Ireland.

It must be emphasised that the visits were in no way intended to provide, or take the place of, proper academic evaluation of the structures, techniques and achievements of the various projects involved. The visitors merely recorded their first-hand impressions of the projects as they actually functioned, collected additional information from all those directly concerned (ie. educational authorities, members of school boards, headmasters, teachers, educational advisers, researchers and parents, when possible) and asked the latter for their personal views on the project in question.

The time available for each visit was admittedly short, but this disadvantage was repeatedly outweighed by the frankness and accuracy of the information supplied by the education authorities and by the academic and administrative staff responsible for individual projects. The visitors greatly appreciate the willingness of CCC member States, not only to share information on their successes, but also to highlight pressure-points and areas where problems remain to be solved. They wish to express their sincere gratitude to all those who sacrificed so much of their valuable time in the interests of European co-operation.

The present report is itself a product of these visits. It summarises the visitors' extensive discussions of each project and includes Siv Thorsell's individual report on the Herning project and Manuel Rico Vercher's illuminating technical outline of the Auxerre, Livorno and Geneva projects. It is hereby submitted as a working document, for information and discussion, to participants in the forthcoming Bournemouth Symposium. The Symposium, as well as providing a forum for a broad exchange of information between all the delegates and observers, will help to settle certain questions of policy, and the resulting conclusions will be embodied in the package of recommendations on pre-school education which is to be submitted to the Council for Cultural Co-operation of the Council of Europe.

2. Priorities in the development of pre-school education

Before we give details of the various projects, some of our more general findings may help to set the scene and may, perhaps, prove valuable.

The "link" problem is not a mere throwback to an era of reforming enthusiasm, which has since been submerged as the financial circumstances of European countries have changed. From the very beginning, the "link" was recognised as a priority issue in the planning of the Council's pre-school project. It was seen as one way of resolving a complex topic into its practical constituents, as were the other sub-topics derived from the following priority questions:

1) the compensatory role of pre-school education;

2) pre-school education in sparsely-populated areas;

3) the integration of migrant children into pre-school education;

4) co-operation between parents, pre-school establishments and the community.

Any experiment with pre-school education necessarily touches on all these aspects. This was borne out by all the projects visited, and confirmed by the wide range of topics which delegates at Versailles felt obliged to raise in order to do justice to the subject.

Thus, even a brief look at the results of other sub-activities in the field of pre-school education reveals certain parallels which should be borne in mind - particularly if the aim is to agree on certain "pillar-elements" in pre-school education, calculated to foster the social, intellectual and creative abilities of all young children and, above all, those whom we are still obliged to regard as under-privileged.

In this connection, a series of studies on "The Compensatory Role of Pre-school Education" (see titles and reference numbers in Appendix) is of some interest. These studies confirm that pre-school education can only fulfil a genuinely remedial function if it ceases to be an institution which merely adjusts and prepares the child for school and becomes, instead, an institution which is itself capable of adjusting and of providing education to meet specific, individual needs. Thus attention is drawn to the need to "pass from specific compensation to general, but systematic stimulation and then, in the end, to a new concept of pre-school education", (CCC/EGT (75) 24, p. 7). The Council of Europe has commissioned a study on the practical implications which emerge for teachers from the four compensatory studies.

There may be some significance in the fact that this paedocentric trend is consistent with one of the basic arguments advanced for the development of "pre-school education in sparsely-populated areas" (cf. CCC/EGT (76) Misc. 17). The countries concerned have come to realise that "busing", peripatetic teachers or mobile units are not in themselves sufficient to solve the more complex problems which arise from the close interrelationship of the economic, social and cultural realities of a given area and from a cultural pattern which is very different from that of the major cities. Various possible solutions are being tested in multiform integrated regional action programmes and in multi-purpose establishments which combine an experimental approach to the organisation of pre-school education with an attempt to re-think the content and methodology of early education, as it applies to children in sparsely-populated areas. It is hoped that further information will be obtained from studies which have already been commissioned and from a symposium which is to be held at Storlien, Sweden, in September 1977.

The Symposium on the "Integration of migrant children into pre-school education" (Berlin, December 1976) concluded that any decision on the provision of pre-school facilities in the host community must be based on the social and psychological factors which determine the emotional and intellectual development of the individual migrant child. This implies that pre-school education should initially be provided in the language of origin (that spoken in the family), should embrace the child's home culture and should be administered by foreign personnel, with progressive introduction of the host language and culture.

The findings of the Berlin Symposium confirm that it is necessary, politically and educationally, to realise that pre-school education must not be used merely as an artificial means of adapting the migrant child to the requirements of a given school system, but that its true role is to secure his genuine integration.

It is obvious that certain repercussions on content, methodology and the training of pre-school and primary teachers will have to be accepted, and this has, from the start, been a matter of major concern in the various sub-activities connected with the project. Reference to certain features of the other sub-topics will also help to illuminate the concept of individualised learning and teaching in its "link" connotations. This is equally true of the problem of "co-operation between parents, pre-school and the community" which most European countries regard as one of the most important elements in the future organisation of pre-school and primary education. Very little has, however, been done to promote such co-operation in practice. There are, of course, examples of individual initiative, legislative provision for participation or co-ordination and sound practice but, as the real point at issue is the nature of the relationship between school and society, any discussion of practical measures tends to fall short of the need for basic re-definition.

This general trend was confirmed by the projects visited. While a great deal of imagination had gone into re-thinking the aims, organisation and instruments of pre-school education and the allied teacher-training programmes, the relationship between parents, school and community remained, in most cases, an unsolved problem. The Council of Europe has commissioned a number of case-studies on these aspects of co-operation (see titles and reference numbers in Appendix), and it is hoped that these will complete the information collected by our group in the course of its visits.

3. Criteria for continuity

The recommendations adopted at the Versailles Symposium identified a number of factors which were regarded as vital to the child's development at this stage in his education and

were therefore accepted as the main elements which make for continuity between pre-school and primary education, inadequately linked in the past. The following criteria were deduced from these factors:

1. Is importance attached to the continuous nature of the curriculum and to the need to gear teaching methods to the developmental growth of children?

2. Is there any evidence of flexible organisation of "schooling", especially in the last year of pre-school and first year of primary education?

3. Is there evidence of official, organised or informal co-operation between the staff of both establishments?

4. Is there evidence of a general acceptance of the complementary nature of pre-school and primary education (eg. similar training courses for staff, mutual acceptance of pre-school and primary teaching qualifications, etc.)?

5. Are there signs of co-operation between parents, teachers, social and health workers and other members of the community (eg. do they work together in the establishments, attend joint courses, etc.)?

6. Have the buildings been designed:

   i. to support the work of teachers, children and others;

   ii. to provide accommodation for other groups in the community, either while the children are present or at other times (eg. after hours, at weekends and during holidays)?

We took these criteria as a rough guideline for our observation of the various projects.

4. Presentation of the projects

4.1 Ecole Ouverte ZAC St. Siméon, Auxerre, France

a. The place of the project in the development of the national education system

In France, pre-school education for children in the 2-6 age-group is provided in institutions which are either independent or attached to primary schools, but which are both controlled by the Ministry of Education.

Pre-school and primary teachers receive their basic training together and may later share in-service training courses. Notwithstanding this, there are sometimes marked differences in the educational approach to the child in both branches.

The last few years have seen growing acceptance of the continuous nature of the educational person, and this has paved the way for:

- attempts to harmonise the teaching methods used in pre-school and primary establishments;
- fuller dialogue between pre-school and primary teachers;
- attempts to centre teacher-training to a far greater extent on the child's development taken as a whole;
- the introduction of "educational cycles" in the form of two-year blocks.

These developments have received growing official support, reflecting the broader political need to :

- reduce the high repetition-rate in primary schools (particularly first grade) and the drop-out rate in secondary schools;
- increase the pupil's later professional mobility.

It is against this background that Les Ecoles de la ZAC St. Siméon, Auxerre, have been approved as one of the 200 open school experiments currently conducted in France.

b. The Auxerre project in operation

In its pre-school and primary sections, the school accommodates approximately 600 children between the ages of 2 and 11 in thirty 20-pupil units.

The aim of the school is to "help the child to become capable of accepting individual and collective responsibilities, controlling his own destiny and committing himself to a process of continuous training..,(to become) an integrated, creative, critical human being, the fully independent representative of a totally democratic society" (from the Charter of the Ecole Ouverte, Auxerre).

The methods used in the school are based on:

- team-work, involving teachers, parents, pupils and auxiliary staff;
- varied activities, both in school and outside, involving the participation of groups of different ages, aptitudes and abilities;

- research on new curriculum content and teaching structures, with the object of reducing social and intellectual deficiencies.

In short, this is an educational centre integrated within a youthful community, with clear aims and a strong interest in practical research.

The link-experiment in Auxerre involves the 4-8 age-group and is organised as follows:

Nursery School (4 - 5 years)

Elementary I (6 years)

Elementary II (7 - 8 years)

There are two large, communicating class-rooms, each of them used by an average of three groups of children, which vary in location, size and composition, with teachers and pupils moving from group to group, as circumstances and the project in hand demand. Areas within the class-room are divided off with the help of hinged, wooden screens, which are easily movable, or curtains running on ceiling-mounted rails. To encourage the creation of new environments and situations, staff have designed and built a very useful series of bookcases, cupboards and free-standing display panels, which are easy to move and which can themselves be used to mark off new areas.

Every team of teachers makes full use of the Freinet system for the production of every-day class-room aids, and on-the-spot printing facilities are in constant use. Pupils between the ages of 4 and 8, belonging to the three above categories, spend their school day in a large class-room (100-120 m^2), and the research which concerns us here is centred on them.

At all times, there are four or five groups at work. In some cases, teachers are in control; in others, children move freely from group to group, taking up suggested activities or following their own preferences.

Teachers move from group to group, following a pre-arranged schedule; alternatively, an entire group of children may go to the place where their teacher is waiting for them.

Transition from one level to the next is effected smoothly, without breaks.

The class teacher's efforts are backed up by those of the remedial teacher, who specialises in rehabilitation and psycho-motor skills, and the supervisor, who is chiefly concerned with meals and with the afternoon sessions.

Equipment, the teacher's attention, class-room space, curricula and free activities are shared in a natural fashion. Flexible grouping, ranging from large groups to groups of 4-6 children, also eases the transition from one level to the next, since the children quickly become used to joining in various types of activity.

c. Strategies considered successful and aspects that have given rise to problems

The "curriculum" and methods used make the benefits of continuity available to the individual child, allowing and encouraging him to find his own rhythm of development. Pupils set their own pace in participating in all the activities traditionally assigned to pre-school or primary classes - but are freed from the old, artificial divisions and restrictions.

This planned but free-ranging process takes full account of the individual child's psychological and social characteristics. It is felt that the presence of specially-qualified auxiliary staff (remedial teachers, physical training and art teachers) does much to individualise the teaching and learning process, and also makes for continuity by encouraging the formation of heterogeneous groups.

The space available and the use made of it, as well as the special furniture and wide variety of class-room aids, are all regarded as making an important contribution to the project's success.

Teaching staff engage in both individual and group co-operation. Joint planning, organisation and evaluation of the educational process have helped to fuse the teachers into a single educational team. The special features of the Centre's organisation have proved conducive to personal communication, both formal and spontaneous.

Participation and direct involvement of parents would appear, however, to be limited to those parents who have been taken on officially as part-time "animateurs" or supervisors. Overlooking brief, "doorstep" exchanges with teachers, steady, continuous participation by parents has failed to develop.

Nor has there been, as yet, any close co-operation with complementary institutions (social centres, child care centres), although the latter do give the Centre's activities some - very indirect - support.

4.2 Villagio Scolastico del Quartiere Corea di Livorno, Italy

a. The project's place in its environment

The Corea quarter of Livorno is a working-class and lower working-class suburb, with approximately 4,500 inhabitants. It has not developed as an organic offshoot of the city's growth, but as a makeshift substitute for parts of the old town destroyed during the war.

The "Villagio Scolastico" was set up as an experiment in cultural and educational development, with the following aims:

- improved school attendance up to the statutory school-leaving age and reform of the school system to improve its educational efficiency;

- cultural promotion within the community, with full adult participation.

The following institutions have been established:

- a State Infant School,
- a State Elementary School, with full-time classes,
- a State (lower) Secondary School,
- a Permanent Education Centre,
- a Literacy Training Centre.

b. The project in operation

The school units serve an average of 800 pupils between the ages of 3 and 15. As far as the various experimental programmes are concerned, the Centre has certain advantages over other state schools: more teachers, auxiliary staff, the right to select its own personnel, additional finance, and the freedom and resources to introduce such recent innovations as new mathematics, psycho-motor training, the Nuffield Science Programme and environmental studies.

The experiment forms part of a project for total integration, not only of the infant with the elementary school, but of both with handicapped elementary school pupils, intermediate classes and a series of extra-curricular activities which call for general participation.

Classes are divided in the traditional way, with groups as small as 10-12 children in the infant school and never more than 20-22 in the elementary school.

Groups are sometimes larger, with two or three teachers, for joint activities and, once a week, the large group meets for psycho-motor exercises, dynamic expression and improvised role-playing. This is the only case in which children from different age-groups come together.

Each age-group is housed in a different building, although all are located on the Villagio campus. The furniture is traditional (tables, cupboards, chairs). In the class-room, use is made both of published material and of material prepared by the staff of the Centre themselves.

Considerable efforts are made to foster creativity in the fields of art and of language skills. The latter is regarded as a way of making good deficiencies in the early learning-process and in family background.

Curricula are intentionally flexible, with no unnatural breaks in continuity, and a special emphasis is laid on reading and writing skills in the second half of the first year of elementary school.

Teachers' meetings are frequent, although the physical lay-out of the buildings is scarcely calculated to foster contacts between teachers of different age-groups.

There are several dining-areas, where the children eat in small groups, supervised by auxiliary staff.

c. Strategies considered successful and aspects that have given rise to problems

The "Villagio Scolastico" embodies certain "link" factors, making for continuity, which go well beyond our initial criteria and come close to certain aspects which we touched on when we spoke of the compensatory role of pre-school education (see section 2 above).

These factors may be termed "external", since continuity does not start with, and in, the school itself (as traditionally understood). On the contrary, continuity derives largely from the following features of the situation:

Parents in the catchment area are not seen in terms of their various separate identities - as parents of pre-school or primary children, as participants in a further training course or information meeting, as skilled workers who can help in building the Centre, as social service beneficiaries or as members of the community. In short, the individual is not successively reduced to the various roles which he plays in society - a genuine attempt is made to see him as a whole human being, in terms of the project and of the general situation.

Beyond this again, continuity is fostered by a further "external" factor - the relative homogeneity of the local environment and its population. This makes, in turn, for closer contact and a deeper sense of involvement between the project and its clientele.

This leads on to an "internal" factor - the desire, reflected in the project, to meet the actual needs of the community. The relative homogeneity of the population structure may well make it easier to adapt content and methods to local needs - needs which are no longer regarded merely as failings and deviations from "the norm". However, the actual workings of the project would have to be carefully investigated before this question could be properly analysed.

Observation of the project revealed the following additional features:

In the curriculum, continuity is achieved by concentrating on recurrent topics and by using the same methods and teaching-aids in both grades. Co-operation between teachers is officially organised at the beginning of the school year, but de facto co-operation tends to emerge from joint programming activities and the making of class-room aids. These activities would seem to have overcome any difficulties caused by the fact that the various buildings are separate. Direct and organised parental participation was not mentioned as an important factor in the experiment. This would seem to figure among the influences which count as indirect, but which still condition the success of the project, eg. a broad, community image of the "Villagio", projected by the participants and leading to a wider acceptance of the educational facilities as well, the growth of a "village" atmosphere in the area and a new sense of solidarity, which is not sporadic but reflects a permanent concern for the community's welfare.

4.3 Continuity pilot projects, Geneva, Switzerland

a. The place of the project in the development of the national education system

Introduced as the "infant division" in 1886, the first stage of primary education in Geneva includes two years of optional pre-school education and the first year of compulsory education.

PRIMARY EDUCATION			
Infant division			Primary division
1 E 4-5 yrs.	2 E 5-6 yrs.	1 P 6-7 yrs.	2 P 7-8 yrs.
socialisation	preparation for learning	learning proper	consolidation and pursuance of learning proper
optional pre-school		compulsory education	

A new scheme, experimentally introduced in 1976, will make the second year of compulsory education, 2 P, an integral part of a primary "first cycle". This first cycle will then embrace ages 4-8, in grades 1 E, 2 E, 1 P and 2 P. The scheme

includes measures to ensure continuity in the curriculum, special treatment for children with difficulties, a reform of teacher-training, a reorganisation of primary education and research on the experiment itself.

Switzerland is a Federal State, in which every canton has its own school system. This means that the Geneva experiment has been specifically tailored to meet local educational needs, although the underlying problems are, of course, more general in character. More specifically, the problems which the Genevan experiment is designed to solve are the following:

- the child's transfer from 1 E to 2 E depends, as things stand, on a formal test of his capabilities in reading and arithmetic. In recent years, the percentage of failure has become unacceptably high;
- children who do not speak French or who are slow to learn do not find the help which they need in age-group classes;
- the break traditionally imposed on the learning-process between pre-primary and primary education has been found to be artificial at any age between 4 and 8, as well as harmful in its effects.

b. The project in operation

The new structure is being experimentally tried out in some 30 Genevan schools, with experimental groups which include 2 P and control-groups which consist only of 1 E, 2 E and 1 P. The programme is as follows:

PRIMARY EDUCATION				
First cycle			Second cycle	
1 E	2 E	1 P	2 P	3 P
socialisation	preparation for learning	learning proper	consolidation + pursuance of learning proper	

support groups for children with difficulties

The schools visited were: the Ecole de Bachet-de-pesay, Lancy; the Ecole du Mail, Geneva; the Ecole de Champs-Frechets, Meyrin.

The average size of group is 20 - 24. Class-rooms are spacious and are well furnished and equipped. They all have special areas (ateliers) which are set aside for reading and arithmetic. The teachers follow the Freinet system in devising and making their own class-room aids. They also look for active participation by the children and in this their task is made easier - apart from the physical division of the class-room into "ateliers" and the use of teaching aids - by various devices which are used to individualise the learning process, such as carefully planned and supervised programmes for language development, reading and arithmetic and, in particular, the "support groups". These groups - one for every class in grades 2 E - 2 P in the experimental group, and one for every class in grades 2 E - 1 P in the control group - take 4-5 children with difficulties for one hour per day during normal school hours for as long as is considered necessary. A specialised teacher (psycho-pedagogics, speech therapy) is in charge.

There are plans for a two-way exchange of teachers between the infant and primary divisions. The first batch of teachers to have taken the integrated training course for grades 1 E - 2 P should be available in 1979.

c. Strategies considered successful and aspects that have given rise to problems

The thoroughly planned and organised curriculum - backed by the support groups and a wide range of equipment - should provide the necessary continuity and make for the gradual development of content and methodology up to the end of grade 2 P. The findings of developmental psychology and educational research still leave us uncertain, however, as to just how important the transition into 3 P is. As long as the curriculum remains weighted in favour of the minimum standard requirements for admission to the next grade up, this problem seems likely to remain unsolved. Because these requirements are so rigid, the emphasis must seemingly be on smooth adjustment of the child to the pre-ordained curriculum rather than on his individual learning rhythm.

Auxiliary staff and services (psychologists, speech therapists, social assistants, medical services, etc.) are no longer external to the school, but are fully integrated and directly involved in the experiment. Mutual supervision and influence seem the keynotes of co-operation between teachers, specialised staff, school management, inspectors and research and counselling teams. Transfer of the insights gained into the general system and their applicability in this new context will be matters of practical interest. In-depth comparative cost-analysis might also provide other countries with valuable information.

There were no signs of an unusually strong link or special relationship with parents, or of institutionalised co-ordination with community activities.

No changes have been made with regard to premises and the use of space. The lay-out of the buildings does not encourage experiment with large, heterogeneous groups, but tilts the balance in favour of independent class-rooms, with each group working independently.

Every member of the team was provided with a technical dossier, containing standardised evaluation material. This was found very useful.

4.4 Modellprojekt Eingangsstufe, Ricarda-Huch-Schule, Düsseldorf-Garath, Federal Republic of Germany

a. The place of the project in the development of the education system

In the 'Land' of Nordrhein-Westfalen, Federal Republic of Germany, children in the 3-6 age-group are cared for in various types of nursery establishments set up and run by a number of different bodies. All of them are, however, subject to supervision by the Ministry of Labour, Health and Social Affairs. Nursery staff receive basic training as kindergarten teachers, while future "Sozialpädagogen" (social workers) receive more advanced training. The training, status, salary and working conditions of kindergarten teachers all differ from those of primary teachers.

Compulsory primary education for children in the 6-10 age-group (Grundschule) is provided by the relevant local authority and is again subject to control by the Ministry. Teachers are specially trained to teach children in this age-range.

In recent years, following the example set by other 'Länder', special sections ("Vorklassen") have been established for five year-olds, either within nursery schools or as an adjunct to primary schools. An "open" model curriculum has been issued as a guideline for these "Vorklassen".

In October 1975, following the first nation-wide, government-sponsored research programme involving pilot projects on pre-school education for five year-olds, it was concluded that both establishments had in practice evolved ways of meeting the specific needs of this age-group (see doc. CCC/EGT (76) Misc 13).

The experience gained with these preparatory classes has prompted the authorities in Nordrhein-Westfalen to suggest further experiments, with a view to identifying the best way of dealing with five year-olds. There are structural

variations between the environments in which these experiments have been conducted, and the findings of the first research programme will be published in Spring 1977. The initial question was "where are five year-olds best cared for?", but this soon became "how can children best be cared for, and in which institutions?" - and the shift in emphasis made it possible to integrate research, educational practice and reform more closely. One of the short-term results was the collective drafting of a curriculum plan for pre-school education in nursery establishments by all those involved in the experiments - followed by the immediate introduction of the corresponding nursery teacher training programme.

Obviously, one question which was bound to come up and which will have to be answered in the light of results is that of the relationship between pre-school and primary school. The two ministries set up a joint working party to devise ways of linking elementary and primary institutions - without prejudice to any future decision on the matter of competence.

Without venturing to predict the overall findings, which will shortly be available, we collected some information on "link" aspects of the experiment, at one of the schools involved, the Ricarda-Huch Primary School in Düsseldorf-Garach.

b. The project in operation

The pre-school group consists of 23 children between the ages of 5½ and 6½, most of them attending on a voluntary basis. Only a few have reached the age of compulsory school attendance and have been referred to pre-school on grounds of backwardness.

The task of pre-school education is openly acknowledged as being that of preparing the child to enter school, with due emphasis on the transition from family-orientated or nursery education to a more formal, school-type pattern.

On completion of the pre-school year, the pre-school class becomes the first grade of primary school, while its composition remains basically unchanged. The teacher is trained in "social pedagogics" and the basic approach, in the pre-school group, is geared to social learning in the broad sense. Ideally, the children's own experiences and needs lead into play and talk situations, which the teacher can then use to shape learning processes, both at group and individual level. The traditional class-room has given way to a more open structure, with "corners" for reading, creativity and other activities. The children have free access to a wide range of learning and play material. The nursery teacher is free to decide on methods, aids and goals. The present teacher's approach is largely based on communication skills.

From the beginning of the pre-school year, the primary teacher who is to take charge of the group the following year spends an average of 4-5 hours a week with it. She gradually

introduces pre-reading and pre-writing activities, as well as arithmetic and concept-building exercises. She co-operates with the pre-school teacher in planning her programme.

The curriculum for grade 1 P is laid down by the Ministry, but the primary teacher is free to choose her own methods. Having worked with the children for several hours a week the year before, she can exploit their individual abilities and plan her programme accordingly.

Similarly, the pre-school teacher maintains contact with her former pupils once they have moved into grade 1 P, teaching them music on an individual and voluntary basis.

c. Strategies considered successful and aspects that have given rise to problems

The active role played by the future primary teacher during the pre-school year is of vital importance in ensuring continuity of staff, course content and methods. It was regretted, however, that no way had yet been found of allowing the pre-school teacher to play a corresponding role by taking the primary class for several hours a week. It is reported that the pre-school class has made the old kindergarten unnecessary, since pupils now achieve the requisite "maturity" in the former group. The normal percentage of "repeaters" in grades 1 - 4 can be as high as 15%, but this has been reduced to 5% and the need for remedial instruction has been overcome.

It was felt that the impact of earlier schooling on primary curricula and teaching styles had been insufficiently discussed. The introductory cycle may well have an adverse effect on the nursery school, itself a useful institution. There is obviously room for fuller co-operation between nursery and primary teachers in respect both of theory and practice.

The pre-school teacher had been provided with new equipment, which was thought well-suited to the needs of children in the younger age-group. The aids provided at primary level were not, however, considered appropriate.

Obviously, both pupils and teachers benefit when both phases are located in the same building and when the same school principal remains in charge.

Joint experimental participation by primary, pre-school and kindergarten staff in the evaluation exercise was regarded as extremely beneficial in its effects.

4.5 Innovatory co-operation experiment, Basisschool, Utrecht, Netherlands

a. The place of the project in the development of the national education system

The Netherlands project for an integrated school for children in the 4-12 age-group was described at the Versailles Symposium. Delegates seemed particularly interested in seeing

an example of the way in which the process of educational change could be channelled and controlled within a specific project. It must be emphasised that our own visit was, of necessity, a short one. Obviously, unsystematically collected information cannot provide a proper basis for analysis of such a complex system - but it may help to illuminate some aspects of the way in which educational planning and educational change are implemented in practice.

In the Netherlands, some 30% of children between the ages of 2½ and 4 attend various types of children's centre, while 96/97% of the 4-5 year-olds attend nursery school. In recent years, up to 20% of children have had to repeat the first year of primary school, and the result has been an increasing demand for reform from teachers, parents, teachers' associations and educational authorities. The general aim of such reform has not been contested, since Holland possesses a long 'Free School' tradition.

But even allowing for this general agreement on the principle of a single, integrated educational institution for children in the 4-12 age-group, there was still considerable divergence of opinion on the content, methods and organisation of basic schooling; the necessary teacher-training programme had still to be developed, while the roles of teacher, pupil and parent within the new process were interpreted in widely varying ways. For these and other reasons, legislation on the matter was regarded as premature. Given the Dutch commitment to democratic decision-making, the following were seen as the main priorities:

- active initiation and support of the processes whereby teachers and pupils collectively engage in change (not mere official 'toleration');
- identification of sub-objectives;
- the trying-out of various methods and approaches;
- the re-definition of objectives, with the system developing not in accordance with a rigid, pre-ordained theory, but as an organic entity, capable of embracing different ways of reaching the central objective.

b. The experiment in operation

On the one hand, the experiment embraces a local support, information, advisory and guidance scheme; on the other, it is tied into a national structure, embracing a whole network of departments and linkages.

Each experimental team devises and decides on its own programme. Once the project has been approved by the Ministry, it then organises its own re-training schedule. Of the 40 x 40

hours which teachers are by law obliged to work, 1,000 are spent on normal school activities and 600 devoted to re-training. A special "training for re-training" programme has been set up to provide the training staff who are, or will soon be, necessary. Basic teacher-training will also be reorganised to take account of the new integrated pattern for nursery/primary education.

Key points of the scheme are the exchange of information on curricular and structural developments between the various experimental teams, the dissemination of research findings and the establishment of a documentation and guidance service. Other priority concerns are: the use and adaptation of existing premises, the involvement and re-education of parents and implementation of the necessary adjustments in secondary education.

Since the basic school is to become the standard school for children in this age-group, the scheme will be extended to 500 schools a year throughout the country.

c. Strategies considered successful and aspects that have given rise to problems

One vital point was the fact that the experimental programme resulted from a long-felt need and was, in effect, a natural development. Teachers, parents and administrators were all prepared to take the final step implicit in the organisation of a national programme.

The collective planning of the scheme - by class teachers, school principals, local and national advisory teams, guidance groups and committees - and the consequent establishment of a whole network of communications seem highly positive in their results.

In our discussions with a member of the National Advisory Group and other participants, doubt was occasionally cast on the adequacy of internal in-service training.

All those whom we met repeatedly emphasised that this was a development project, and that the answers were not assumed from the outset, but were expected to grow out of the project itself. We felt, at the same time, that the specific local example which we inspected did not reflect all the aims of the project, and that a better balance could probably be struck.

In Utrecht, the influence of primary on nursery school practice seemed paramount, and the nursery school headmistress claimed to have little influence in the opposite direction. It was, however, pointed out that a genuinely two-way process existed in other cases.

The developmental procedure makes for step-by-step progress. One excellent feature is the fact that correction can be made at any stage in the project.

4.6 Introductory Phase Experiment, Braendgardsskolan, Herning, Denmark

a. The place of the project in the development of the national education system

In Denmark, compulsory schooling begins at age seven. Approximately 80% of all children have had pre-school training before they enter primary school. The type of institution concerned depends to a large extent on whether the mother is working, and on the parents' income and social background. The "choice" would seem to be determined in most cases by the opening hours of the pre-school establishment in question. Approximately 50% of six year-olds attend pre-school classes for which the Ministry of Education is responsible.

Braendgardsskolan, which we visited, is directly attached to the Herning Teacher Training College. As a result, it is exceptionally favoured in such matters as teacher/pupil ratio, budget, access to in-service training and recent research, freedom from certain regulations and staff motivation.

b. The project in operation

The Braendgardsskolan pre-school class is integrated with the first two primary classes - which means that 45 children in the 6-8 age-group work together.

The staff responsible for these classes have been trained as primary teachers. Three of them specialise as teachers of Danish, and also act as class-teachers for each of the three-year groups. There are also two mathematics teachers and four probationers from a college for pre-school teachers.

For one third of her time, the project leader works as a pre-school inspector for the Ministry. She is also on the staff of the college.

One of the main reasons for initiation of the project was the teachers' wish to reform teaching practice in the first years of school, which they considered too teacher and subject-orientated. They also wanted to show that the work done in primary classes could be re-channelled to stimulate the child's learning processes in a more conscious fashion. The principal influences on the project included: Piaget, Dewey, Bernstein, Bruner, Vygotsky, Freinet, Glaser and Ulrika Leimar (who has devised a speech-based method of teaching children to read).

Pre-school children attend for 15 hours a week, and primary children for 16 hours - standard working hours in both cases.

Dividing walls between three rooms along one corridor have been removed, and the new area has been re-divided, with the help of furniture and wall-mounted tables, into three activity-zones: language, discovery exercises and mathematics.

The children meet twice a day, on an age-group basis, with their class-teacher. Otherwise, they choose their own activities and mix both vertically and horizontally. The corridor, which is broad, can also be used for certain activities - cooking, for instance.

The more ambitious activities - play-projects, improvised drama and the bigger creative projects (to mention but a few of the activities current in other Scandinavian nursery and play-schools) - suffer from a lack of time and space.

Curriculum content, which makes no distinction between subject and social learning, is carefully organised in module-form. A record is kept for and by every child of the work which he has done and the progress he has made.

c. Strategies considered successful and aspects that have given rise to problems

The cause of continuity is undeniably served by the fact that curriculum content is solidly based on a theory which emphasises child-centred learning.

The free and imaginative use of everyday materials helps to transpose a carefully devised curriculum into terms which the child himself can understand.

Continuity has been solidly established for children in the 6-8 age-group - and extended by the admission of some children at age 5. Obviously, this scheme still leaves the traditional gap between kindergarten and the "extended" primary school - but the child-centred approach seems likely to make for continuity in this area as well.

As for a link with the next phase of schooling, the advantages inherent in continued use of the same building, the continued presence of the same teachers and the upward progress of the largely stable year-group will be further enhanced by the pupils' self-confidence and readiness to determine their own movements.

The teachers involved in the experiment were convinced that the school-day was too short (3 x 45 minutes) to permit proper exploitation of the "first-hand experience" approach which they want to make the basis of their teaching.

They complained that the choices imposed on them by lack of time had so far made it impossible to liaise or co-ordinate with out-of-school services.

They admitted that the experiment relied heavily on the institution's relative freedom from problems encountered by other schools and on its close relationship with a research-orientated college.

4.7 Delves Infant School, Walsall, United Kingdom

a. The place of the school in the development of the national education system

Pre-school provision in the United Kingdom includes local education authority nursery schools and classes, independent nurseries, day nurseries provided by social services departments of local authorities, registered child minder groups, nurseries run by industry and a host of welfare organisations, as well as a vast number of playgroups. Local education authorities provide education in nursery schools (separate establishments) or in nursery classes, which are an integral part of an infant, or infant and junior, school.

The freedom of nursery schools and classes in the United Kingdom to work out their own aims and objectives means that there is no uniform pattern of nursery education in this country. Nevertheless, it may be said that pre-school education is characterised by its informality. Apart from constraints imposed by buildings and general physical conditions, there is little formal organisation either of the children or of time, except for an occasional period set aside for corporate activities such as story-telling or music and movement. Emphasis is on education through free play and activity, and on the development of the child's self-reliance, independence and co-operation with others.

The importance of parental involvement in pre-school education has been underlined in recent years and many nursery schools are developing closer links with parents.

Delves Infant School, Walsall, was selected because it provides an example of an integrated infant and nursery school, catering for children in the 3-7 age-group. For many years, this pattern has been followed in a large number of English schools, although course content and balance may well have altered in the more recent past.

The Walsall school is the conscious product of a belief that nursery and infant education should be continuous - a belief which is itself rooted in educational, rather than economic or social criteria.

b. The school in operation: strategies considered successful

The nursery class takes children between the ages of 3 and 4½. The 40 children are looked after by one qualified teacher, three children's nurses, one student nurse and one

student teacher. The nursery class hours are 9.15 - 11.15 or 12.45 - 15.15. There are three class-rooms for groups of rising 5's, each including about 30 pupils. Two of these groups are full-time, while the youngest is part-time. The school has five classes, vertically grouped, for six and seven year-olds, and these are full-time.

The groups are all housed in one building. The infant section of the rising 5's is adjacent, on one side, to the nursery school and, on the other, to the older infant groups. Nursery and infant teachers receive the same ("first school") training and enjoy the same status. At some colleges, however, the "first school" course does not include the nursery component. The work and curricula of all the groups are co-ordinated by a single head-teacher, and curriculum plans are discussed at monthly meetings. The head-teacher advises staff on their individual work-plans and initiates curriculum development. Day-to-day staff contacts also provide opportunities for broader exchange.

The presence in the school of the nursery class children helps teachers to familiarise themselves with the family and home backgrounds (staggered admission, informality, the possibility of parent participation). The background information obtained and the mutual trust established are not lost when the child transfers to the infant class, since he remains in the same school, and continuity is thus preserved up to the age of seven, when he leaves.

Parent participation at nursery level is restricted to two parents in any one class. A long list of mothers who are willing to help with special activities (baking, etc.) has been prepared. In other cases, parents have organised outdoor activities at weekends. Mothers who show sufficient interest are employed as paid helpers in the school and are later given in-service training by the local authority. Others have gone on to qualify themselves as nursery school teachers.

An open-plan junior school for children in the 7-11 age-group has been established on the same site. There are signs of developing continuity between the two schools - for instance, infant school records and "profiles" are passed on, if considered useful.

The structure described above and the twice-yearly intake, with staffing adjustments in September, make for continuity, since groups of children move together from nursery into infant classes.

The work done in both nursery and infant classes grows out of various kinds of teacher-guided group activities and free, individual activities. When working with groups, the teacher reads to the children and follows this up with activities which are designed to encourage their perceptual

awareness (letters, shapes, colours, counting exercises). The free activities are designed to promote motor skills (clay and dough modelling, pencil and brush drawing) and to foster creative and constructive ability (model-making, painting, printing, etc.). Class-room aids are designed to foster the individual activities of the children, but teachers also take the initiative in guiding children towards activities which match their abilities. In the infant classes, we saw examples ("Looking down upon Walsall Power Station", "Looking down upon the Delves") of the way in which creativity and model-making exercises, visual perception training, etc., can develop into group work. These projects also illustrated the children's ability to work independently and to combine various skills in completing creative and constructive tasks.

The daily assembly (when all the children come together in the main hall) helps the child to realise that he belongs to a wider community. This social experience begins with the older nursery children, who seem to enjoy being together in this way.

One feature which we regarded as worthy of special consideration is the determining role played by the head-teacher.

4.8 The Thomas Coram Children's Centre, London, United Kingdom

a. The Centre in operation

Another outstanding example of the wide range of pre-school facilities provided in the United Kingdom is the Coram Children's Centre, opened in central London in 1974 by a long-established voluntary agency, the Thomas Coram Foundation.

The Centre's specific purpose is to provide a comprehensive range of services for pre-school children and their families, tailoring these services carefully to meet their actual needs. The Centre is, for instance, open from 8.30 am to 5.30 pm fifty weeks in the year, and children's attendance matches their current needs. Parents are free to increase or reduce their children's attendance, and are also consulted on the services required. Generally, it has been found that parents tend to cut down their children's attendance.

Apart from providing integrated care and education for children in the under-2 to 5 age-group, the Centre operates a child health clinic, a social work service, a toy library and a mother-and-baby group. Close links are maintained with the Foundation's Research Centre.

There are currently 70 "pre-school" places, with a maximum of 6 for children under 2. There are four groups, with the ages varying in each from just under 2 to 5. A trained nursery teacher is responsible for each group and works with a team of assistants, parents and other volunteers (minimum of three adults to every group of 17 children). In the headmistress's

view, every group should be built around the mother-baby relationship. Each group has its own room, but children are free to visit other rooms (and frequently do so). There is a communal outdoor play area.

Each teaching team works out its own daily programme. Whenever possible, groups are broken down into smaller groups for outings, music, story-telling, etc., so that more attention can be given to individual children.

A record is kept of each child's progress. When he leaves the Centre, a concise summary-report is sent to the head of his future primary school. Reportedly, however, the most important "links" are those established by the exchange of visits: visits by older children to their former groups; visits by rising 5's to their future schools; and the frequent contacts between the local health visitor, the social worker (in individual cases), the school nurse and the staff of the Centre.

In cases where children are receiving special treatment or require medical checks, the paediatrician, speech therapist or health visitor comes direct to the Centre.

The staff responsible for each group meet once a fortnight, and general meetings of staff are held once a month. At these meetings, past projects and problems are discussed, while new requirements are pinpointed and embodied in plans for the future. Outside speakers may also be invited, with a view to in-service training of staff.

b. Strategies considered successful and aspects that have given rise to problems

The Centre serves as an example of the way in which the provision of comprehensive pre-school services may help, in practical terms, to reduce the impact of the "link" problem.

The key, underlying influence would seem to be acceptance of the following factors as central to the aims of education:

- continuity as an integral part of the basic philosophy;
- the complementarity of all agents and phases in the process;
- respect for the child's own abilities and rights;
- constant awareness of educational desiderata throughout the programme.

Equally important would seem to be the teaching staff's active determination to discover and explore the best ways of achieving their objectives. The emphasis here is on:

- the need to plan education as a continuous process;

- specific teaching methods;
- careful (self) assessment;
- the provision of expert guidance;
- continuous staff-training.

This comprehensive approach tends to substitute child-orientated pedagogics for the specifically remedial features of the link strategy, thus reducing and eliminating various problems and drawbacks. The role played by parents in the Centre is also of interest. It is questionable, however, whether an institution which can only function with the help of special funds can provide a valid model for an entire national system.

4.9 Rutland Street project, Dublin, Ireland

a. The place of the project in the development of the national education system

State pre-school education as such does not exist in the Republic of Ireland, but children may enrol in the infant classes of primary school at age 4. A high percentage of four year-olds (65%) do in fact attend primary school, and the "Primary Schools Curriculum: Teacher's Handbook" allows fully for this in discussing curriculum content and methods to be used in dealing with infant classes.

The importance attached to infant teaching by the Department of Education is reflected in the fact that a special section of the inspectorate has for some time been responsible for guiding and supervising work in this field.

In 1969, an experimental centre was established in Rutland Street, one of the poorer areas in central Dublin, to investigate the causes of school failure and find ways of reducing it. The project took the form of a special educational programme for children between the ages of 3 and 8. The main emphasis was on the pre-school age-group (3-5).

There were two main components in the pre-school programme: a special curriculum, with mainly cognitive objectives, and a programme to involve parents. More specifically, the curriculum was designed to develop skills which would help the child to adjust to the work done in primary school.

At junior school level (5-8), attempts were made, on a more flexible basis, to adapt the primary curriculum to the needs of children in an underprivileged area.

Since 1974, a follow-up experiment has been in progress in 7 other Dublin schools. This is designed to test the Rutland Street curriculum under less favourable conditions (with regard to group size, additional aids, funds for

equipment, etc.). As part of the experiment, a two-year pre-school curriculum (4-5 yrs.) is being prepared, and special class-room aids will also be developed.

b. The Rutland Street project in operation

The two schools initially involved in the Rutland Street project are separate, though adjacent, establishments, each with its own head-teacher, staff, management board and budget. The innovations in question were imposed from the outside - a measure regarded as necessary, in view of the somewhat conservative attitudes prevalent within the Irish education system. At the same time, whenever the project required, provision was made for greater freedom of choice in respect of curriculum and practical organisation. There was an external project leader.

The head-teachers of both schools know the catchment area extremely well (one has taught there for 40 years), since there is little movement of families away from the locality. For this reason, the need to keep and transmit records on the children and their families is not felt so acutely. Any information required is exchanged, on an informal basis, via the head-teachers. The staff of the two schools, though involved in the same project, do not feel the need to work as a single team.

The parental involvement programme was initially the responsibility of three social workers. As time went on, however, it became increasingly difficult to separate the specific requirements of the scheme from the problems peculiar to individual families - and social services are now provided independently of the project, by the parish authorities. Within the project itself, the social workers have been replaced by educational staff, who have developed a home teaching scheme through a special pilot project.

The pre-school curriculum - new in the emphasis which it lays on individualised, child-orientated teaching - is seen as an attempt to avoid both extremes: the unstructured play-group and the more academic approach of the traditional primary school.

c. Strategies considered successful and aspects that have given rise to problems

The curriculum and methods followed in the pre-school classes reflect a genuine effort to involve the individual child actively in the learning process. Compared with the traditional, teacher-orientated approach, the teachers themselves experienced the class-room atmosphere as pleasant and personal, leaving plenty of room for creative initiative.

The provision of extra class-room aids was thought as important for the success of the project as the relative freedom enjoyed by teachers in the planning of their timetables.

It was felt, in view of the proximity of the two schools, their joint participation in the project and their common interest in curriculum development, that there should be more contact between the two teams. This might help to correct the excessive emphasis on teacher-orientated, pencil-and-paper work in the junior school and to avert the danger of the junior school's exercising subtle pressure on the pre-school classes in the interest of "improved performance".

The home teaching service was said to have had a highly beneficial effect on the relationship between teachers, school and families. The imminent decision on ways of extending this scheme for general use will be of particular interest.

5. Further considerations and points for discussion

Visiting these various projects, the experts never lost sight of the fact that each one is embedded in its own national education system and is therefore specifically designed to meet the needs and solve the problems of that particular system. While remaining aware, therefore, that the "link" problem differs with the national context, they nonetheless found that the six factors which the Versailles Symposium had listed as being vital to the child's gradual, steady development were extremely pertinent to all the projects visited.

The experts do not regard themselves as qualified to make a full analysis. The information which they collected did, however, suggest that the following questions might be profitably discussed by working parties at the Bournemouth Symposium. These questions recurred as problems or specific features of all the projects, regardless of national variations. This being so, they emerge as areas of common concern, in which further exchange of information, further research and further policy decisions at European level may well prove fruitful.

5.1 How do member States see the role of the project-leader and what conclusions should be drawn when the putting of pilot experiments into general practice is being planned?

Most of the experimental projects were very dependent on one person - his initiative, qualifications, determination and tolerance. His position or status was immaterial, since he might be a civil servant, a head-teacher or an individual in the community with fund-raising abilities. How do member States plan to encourage change on a wider scale - by training project-leaders, by training instructors, by introducing new regulations, by organising long-term teacher-training, etc.?

5.2 How do member States envisage the transfer of an open, continuous curriculum into the overall school system? What does continuity in the theory and methodology of early education and in the child's learning sequence imply with regard to the organisation of schools? Can the necessary changes be brought about within the context of traditional school and class-room structures?

5.3 How do member States see the training of staff? Does continuity demand a) shared training for pre-school and primary teachers? or b) a common training core, followed by specialised training, but with sufficient overlap to promote mutual understanding and a grasp of the other's role and methods? c) What kind of in-service training should be given? d) Teachers trained in this way would be qualified to teach children from what age?

5.4 How do member States see the child's overall learning process in relation to care and social services?

Are the educational aspects of care and the social aspects of education marginal and theoretical, or are they an essential part of the total learning process? What conclusions can be drawn with regard to the traditional distinction between school education and school welfare, community, social and family support services?

5.5 How do member States see the function of parental involvement and the place of the school in the community?

Are parental involvement and community links a) aids to better performance by the child in school or b) objectives in their own right and necessary features of educational and cultural policy?

If a), can we revise our theoretical requirements and find other forms of participation? If b), what are the likely consequences of the total failure so far (except in marginal and isolated cases) to find ways of encompassing this aim?

5.6 How do member States see the implementation of successful experimental programmes under ordinary conditions? (Limited resources, reduced motivation for fundamental change, increased emphasis on status resulting from economic insecurity, etc.).

5.7 How do member States see the relationship between research, advisory and control functions?

A P P E N D I X

Case-studies on "the compensatory role of pre-school education"

- "Children from families with human difficulties" by Prof. U. Dell'Acqua (doc. CCC/EGT (76) 5
- "Children from socio-culturally and economically deprived backgrounds" by Mr W. de Coster (doc. CCC/EGT (75) 24)
- "Mentally retarded children" by Mrs B. Watson (doc. CCC/EGT (75) 28)
- "Children with a congenital or acquired defect in perception or motor control (multiple physical handicaps)" by Prof. H. Wolfgart (doc. CCC/EGT (76) 8)
- Consolidated report entitled "Practical implications for teacher training" by H. Vejleskov (doc. CCC/EGT (77) 13)

Case-studies on "co-operation between parents, pre-school and the community"

- "The Organi Collegiali in Italy" - an analysis of the first results at pre-school level of the Italian law on participation in the region of Venice by Mr R. Andreolo (doc. CCC/EGT (77) 6)
- "The "Children's House" in the United Kingdom - an analysis of a community centre project in Cheshire by Mr J.R.G. Tomlinson (doc. CCC/EGT (77) 3)
- "The local community and the social and educational content of pre-school education - implications for the content and organisation of pre-school education at community level by Mrs H.E. Nafstad (doc. CCC/EGT (77) 7)
- "The training of pre-school teachers for co-operation with parents" - an analysis of a German experiment by Prof. Pause (doc. CCC/EGT (77) 12)
- Consolidated study by Mr M. Woodhead